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ABSTRACT

The summarized proceedings of the sixth annual minority recruitment and retention conference which focused on ways to create a multicultural university are presented. Pre-Conference session and Workshop/Roundtable topics and their presenters include the following: "Managing Organizational Culture to Improve Student Acnievement" (Richard C. Richardson, Jr. and Tanzella Gaithers); "Transculturalization of Faculty at a Minority Institution" (Rosario Torres Raines and Ward S. Albro III); "Quality Education for Minorities by the Year 2000" (Shirley McBay); "Multiculturalism in Staff Development Programs: A Critical Factor in Recruitment and Retention" (Patricia J. Larke and Felicia G. James); "Minority Student Retention: New Direction for a New Decade" (Kevin R. Carreathers); "Essentials for Creating an Environment to Secure a Multicultural Student Population" (Maude E. Guilford); "Equity and Excellence in Education: Today's Challenge for Building a Positive Future For African-Americans" (Stephanie Robinson); "Diversifying University Curriculum" (Yvonne Becerra); "Securing Private Sector Support for Minority Recruitment" (Gene M. Monteagudo); "A Retention Program Model" (Dan Angel; and others); "Hispanic Student Scholarship Initiative" (Albert Guerrero and Rene Lara); "Integrating Stategic Planning and Minority Recruitment" (Felix A. Zamora; Yvonne Robinson and Gloria Dean); "The North Texas Communiversity Connection: Strengthening Student Recruitment and Retention Programs as a Result of the Texas Educational Opportunity Plan" (William G. Sawyer; Harold Bell; Gloria Contreras); and "Tending to the Pipeline of Future Minority Scholars" (Sarita E. Brown and Samuel L. Moore). The names and addresses of the principal concurrent and research roundtable presenters are included. (LPT)

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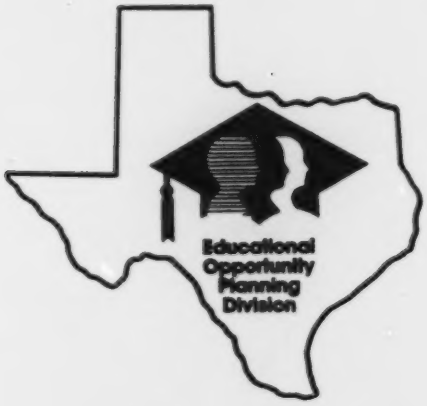
The Sixth Annual Minority Recruitment and Retention Conference

Conference Proceedings



The Multicultural Institution: Teaming Up to Implement the New Texas Educational Opportunity Plan

Austin, Texas
April 4-6, 1990

HE 024 233

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The Sixth Annual Minority Recruitment and Retention Conference Conference Proceedings

"The Multicultural Institution: Teaming Up to Implement the New Texas Educational Opportunity Plan" was the theme of the sixth annual minority recruitment and retention conference held in Austin on April 4-6, 1990.

Conference presenters focused on ways to create a multicultural university. Topics included improving support services and faculty involvement, presidential initiatives, new methods to retain students in higher education, and meeting the challenges of the changing demographics of the state. Five research roundtables on topics dealing with educational partnerships, diversifying university curricula, and new developmental services were also featured this year.

More than 400 participants heard from nationally recognized educational leaders involved in minority recruitment and retention. Major presenters included:

- Shirley McBay of the Quality Education for Minorities Network;
- Manuel J. Justiz, dean of the College of Education at the University of Texas at Austin;
- Stephanie Robinson of the National Urban League;
- Blandina Cardenas Ramirez of the American Council on Education; and
- Rosa Guerrero, dance historian, of El Paso.

The conference proceedings summarize the conference sessions. The names and addresses of the principal concurrent and research roundtable presenters are also included.

Wednesday, April 4, 1990

2:00-4:30 p.m.

Pre-Conference Session I

Managing Organizational Culture to Improve Student Achievement

Presenters: Richard C. Richardson Jr. and Tanzella Gaithers
Arizona State University

This workshop presented a three-stage model to help institutions adapt to a culturally diverse student population and encourage student achievement. The model includes reactive, strategic, and adaptive stages and is based on a study by the National Center for Postsecondary Governance and Finance.

The reactive level includes university strategies to increase representation of African-American, Hispanic, or American Indian students. It includes:

- Recruiting at predominately minority high schools;
- Providing financial aid counseling for students and parents; and
- Waiving admissions standards and allowing schedules that encourage enrollment of a higher proportion of minority students.

In the strategic stage, institutions expand the pool of qualified African-American, Hispanic, or American Indian students through:

- Conducting outreach projects, such as on-campus summer enrichment programs for junior high or high school students; and
- Instituting a college transition program, such as a special orientation program for newly enrolled minority students.

The adaptive stage requires the institution to change the learning environment for minority students by:

- Assessing students' academic proficiencies; and
- Providing students with academic advising, tutoring, and study skills.

University leaders are committed to implementing these strategies. They create an environment for student achievement by:

- Making minority student recruitment one of three top campus priorities;
- Establishing goals and action plans to hire more minority faculty and staff;
- Allocating resources to support intervention programs;
- Ensuring that senior administrators are responsible for affirmative action programs; and
- Meeting regularly with community college administrators to monitor the effectiveness of articulation policies.

Workshop participants assessed their institutions' use of these three concepts by working with group leaders. They also devised strategies for their colleges to promote greater minority participation and achievement.

Pre-Conference Session II

Transculturation of Faculty at a Minority Institution

Presenters: Rosario Torres Raines and Ward S. Albro III
Texas A&I University

Texas A&I University has responded to the changing demographic profile of its student population through a cultural sensitivity and awareness program for the faculty. The goal of the project is to improve the achievement of all students. Supported by the Fund for the Improvement of

Postsecondary Education (FIPSE), the venture allows the university three years to organize a number of sensitivity training activities on Mexican American history and culture.

Program participants are drawn from the faculty of College I, the university's new program for freshmen. By the end of the project, most will have taken part in the transculturation program. Future faculty development will be based on the experiences gleaned from this project.

Pre-Conference Session III

Preparing the Community to Embrace Cultural Pluralism

Presenter: Linda Berry
Prairie View A&M University

This workshop provided participants the opportunity to explore a multicultural environment. Two simulated cultural groups interacted with each other and experienced what it is like to "feel different." The simulation was followed with a discussion of the tools which colleges can use to build bridges to understand how both minority and dominant populations on a campus can deal with cultural differences and develop ways to embrace cultural pluralism.

5:00-6:00 p.m.

Opening General Session

Quality Education for Minorities by the Year 2000

Speaker: Shirley McBay, Dean for Student Affairs and Director of
Quality Education for Minorities Project, Massachusetts Institute of Technology

Thank you for asking me to join you at your sixth annual conference on minority access to higher education for all Texans. Through its new five-year educational opportunity plan, Texas will address what many consider the most critical domestic issue of the next decade: providing quality education for minority Americans.

The Quality Education for Minorities project (QEM) raised this question with hundreds of people around the country. Our recent report *Education That Works: An Action Plan for the Education of Minorities* discusses the major lessons we learned and messages we heard from them. I would like to talk with you about how the QEM was developed, its major messages, and its implications for the state of Texas as you implement your own plan. I will also relate our follow-up work on QEM since the release of our report on January 9.

The QEM is a joint effort of the Carnegie Corporation of New York and the Massachusetts Institute of Technology established in 1987 to prepare an action plan and a voice for minority Americans concerned about the education of their youth. It was established at a critical moment in our country's development, a time when the nation began to notice a shift in population known as an "American Demographic Revolution." Put simply, the face of America is changing and California and Texas are leading the way. While the United States is still predominately White, the number of minority Americans is growing rapidly. Today, nearly one-quarter of all Americans are minority, and by 2020, at least one-third of the nation will be nonWhite. The Census Bureau estimates that before the end of the next century, the United States will be a "majority-minority" nation -- that is, fewer than half of all Americans will be White.

The future has already arrived in our public schools. About 30 percent of all students are minority, 22 of the 25 largest school districts are predominately minority, and in some states, minority students are in the majority. These changes have enormous implications for our schools, who must produce our future workforce. Yet despite these momentous changes, and despite the passage of more than 35 years since the Supreme Court's ruling in *Brown vs. Board of Education*, minority students still attend separate and unequal schools. Minority youth are taught by the least experienced teachers in

classrooms with the fewest resources. They are still "left behind" because their languages and cultures are considered deficits. Minority youth are unlikely to see more than token references to their people reflected in their classes, and they suffer from low expectations and sometimes outrightly hostile instructors from pre-school through graduate school.

Educational inequity was until recently seen mostly as a moral problem. But today more people are aware that a quality education is essential to economic stability for the individual, the community, the state, and the country. As we enter the 1990s, we realize that all Americans will suffer if any American lacks a good education. Quality education for minorities is no longer a national luxury; it is a necessity.

Education That Works focuses on the needs of five educationally underserved minority groups: Alaska natives, American Indians, Black Americans, Mexican Americans, and Puerto Ricans.

Thanks to the Carnegie Corporation, we had the privilege of spending two years traveling throughout the nation exploring effective programs and strategies that provide minorities a quality education. What we discovered was encouraging. We found exemplary programs in Texas and around the country that were run by committed and energetic leaders. These programs take place in homes, churches, community centers, museums, businesses, laboratories, schools, and on college campuses. They occur at all hours of the day and all times of the year: before school, during school, after school, on Saturdays, and during summers. We also found that these dedicated leaders have insufficient funds to address problems caused by decades of neglect.

In our journeys we met young people with a real thirst for education, and parents, teachers, and community leaders determined that their children receive a good education. This was as true in Atlanta, Albuquerque, and Anchorage as in San Antonio and San Juan. In every place we visited, we discovered individuals with a deep sense of responsibility to young people, a duty to make certain that minority youngsters are not discouraged from aspiring toward greatness. We were truly inspired by these very extraordinary people.

But we were also angered -- angered that the need for such superhuman efforts was caused by an educational system structured to fail minority children. We encountered, for instance, tracking and "ability" testing programs that often place minority and low-income children in remedial programs from which it is nearly impossible to escape.

We were irate that this country spends billions of dollars on excessive military preparedness, on savings and loans bailouts, and on debilitating, stigmatizing, dignity-draining remedial programs, while allowing millions of minority children to live in poverty, to go to school cold and hungry, to fear for their safety in and out of school, and to equate achieving academic excellence with "acting White."

We also encountered a number of myths about minorities that shape the public's understanding of our situation:

- Learning is due to innate abilities and minorities are simply less capable of educational excellence than Whites;
- Our society has no effective response to minority youths' overwhelming poverty, teenage pregnancy, unemployment, drug abuse, and high dropout rates;
- Equity and excellence in education are in conflict;
- Quality education for all is a luxury;
- We need only marginal chances to succeed; and
- Minorities really don't care about education.

Education That Works is a report for the minority communities we represent and the nation. It is also a resource document for the President and his cabinet, the Congress and the nation's governors, and for decision-makers at every level and in every community.

Ours is a message of hope. We believe that we have effective educational programs in the country with approaches that offer effective solutions:

- Holistic and comprehensive approaches must cover the entire life cycle and respond to the needs of all groups;
- Improved education for minorities will lead to improved education for all; and
- Minorities must play a greater leadership role in the education of our children and take greater responsibility for dismantling an educational system that prepares our children primarily for failure. We must insist that it be replaced with a system that develops the

potential in our youth, that values our contributions to society, and that makes the achievement of our children the major criterion of success.

Our report states that schools have a right to expect minority families and youth to assume considerable responsibility for helping schools become effective educators of minority youth. The QEM is thus a message of obligation to carry on the work of those before us by instilling in our youth values and discipline and the love of learning they will need to be successful and to have a fulfilling life. The report also sends a notice that America's future well-being is at stake because the education of minorities is also an economic issue. America won't succeed if our children don't succeed.

Finally, the report is a message of a renewed faith in America to use its resources:

- To ensure that every child starts school prepared to learn;
- To ensure high school graduates are academically prepared to enter the workforce or college without further remedial education; and
- To ensure our schools equip our young people with the knowledge and skills to convert their visions into realities.

Let me share a few of our 58 recommendations with you. At the heart of our action plan are proposals to radically change the present system so that educators are judged by how well their students learn and thus are provided the freedom and resources to implement strategies to help their students.

Possible strategies include:

- Programs and staff that bridge the gap between families and the schools and between community institutions and schools;
- An end to tracking, and the implementation of a core curriculum that prepares all students for college or a challenging career;
- Cooperative learning and mixed age and mixed ability groupings;
- Lesson plans and teaching strategies that complement the students' languages and cultures and enable every child to learn at least two languages;
- Linkages between schools and businesses through apprenticeships and between schools and colleges through outreach programs;
- Linkages between schools and social service agencies to deal with the emotional and physical needs of students; and
- High quality after school, Saturday, and summer learning opportunities to prevent summer learning losses and help students understand and take pride in their heritage.

Restructuring must take place in higher education as well. Fair-minded decisions on institutional accreditation and faculty and staff promotion can make higher education accountable for the success of minority students. We also advocate small study groups, pre-freshman enrichment programs, academic year support groups, second summer internship and undergraduate research opportunities. (A forthcoming report shows a strong correlation between participation in research activities and Black students' decisions to pursue the Ph.D.). Finally, we recommend departmental mentors and a supportive institutional climate.

There is more -- much more -- in the plan. But I want to close by sharing with you briefly our progress since we released the report in January. With the assistance of the Carnegie Corporation, we are holding a series of town meetings around the country to talk with local communities about the implications of the QEM Report for them and to help them develop a local plan of action and a relationship with QEM. We also want to lay the foundation for a state action plan. We have replaced the QEM project with the QEM Network, which will operate out of Washington, D.C. starting July 1. The network, like the project, receives external advice and guidance through a board of directors and a technical advisors group. A major QEM goal is the creation of a national communications network that will build upon the relationships we have established and the information gathered during the QEM project.

As I said earlier, we are very pleased with the response to our report and are excited about working with individuals such as you to make quality education for minorities a reality. Thank you very much.

Thursday, April 5, 1990

9:00-10:15 a.m.

Research Roundtable I

Topic I: A Macroscopic View of Retention Programs

Presenters: Thelma J. Douglas and William F. Munson
University of Houston

Research shows that students who lose their motivation, suffer academic problems, or endure academic probation often withdraw from school. Colleges must therefore organize strategies to help them achieve their academic goals.

Student retention data from the University of Houston suggest that transfer students, ethnic minority students, undeclared majors, first-time-in-college freshmen, and part-time students drop out at higher rates than other groups. The institution has established Mentor, College Success, Students Assisting Students, and REACH programs to assist these students. New students are encouraged to enter any of these programs which facilitate faculty, staff, and student interaction in numerous ways. Students receive encouragement, advice, and information about campus resources available to them. This session provided information on the programs and the university's methods to publicize them.

Topic II: Developmental Services for Minority Students

Presenters: Linda Prager and Jose E. Castillo, Jr.
Alvin Community College

Alvin Community College has sponsored the "Learning Assistance Program" (LAP), a learning disabilities program, for a year. Although the program is partially funded by vocational educational funds, the LAP counselor can help all students who request assistance.

Weekly counseling sessions are provided to monitor and discuss study skills and alternate learning methods. The counselor also encourages students to assess their career goals and make appropriate decisions on their majors or course loads.

This session provided details on the LAP program philosophy, counseling and study materials, peer assistance, and program recruitment.

Concurrent Sessions

A Retention Program Model

Presenters: Dan Angel, Exalton A. Delco, Richard Armenta, and Hank Hurley
Austin Community College

A successful retention program depends on understanding the at-risk student. Educators are often perplexed when students fail to achieve in spite of vigorous efforts to assist them. If universities comprehend the at-risk student's total life experience, they can design an effective approach for the retaining students. Using a sociological perspective as a conceptual framework, retention programs that deal with the comprehensive needs of the students at-risk can be established.

Successful retention programs throughout the nation are well documented. But remediation is frequently the primary, and sometimes the sole, means for ensuring academic success. Saving Our At Risk Students (S.O.A.R.S.) provides a systematic and comprehensive approach to the student's multicultural experience and is applicable to senior and community colleges.

S.O.A.R.S uses:

- Student-oriented, team-led approach of administrators, counselors, financial aid advisors, faculty, and compensatory education specialists;
- Support services to foster the individual's potential, including peer counseling, tutorial support groups, and child care assistance;
- Application of non-traditional and innovative teaching strategies;
- Retention and graduation of students through creative curricular concepts, such a three-phase approach to an expanded curriculum; and
- Staff development workshops to help faculty improve retention.

This session discussed these concepts and suggested that our model is a viable way to retain and graduate at-risk students.

Projecting Success: Not an Accidental Activity

Presenter: Norma Guerra
The University of Texas at San Antonio

Demographic data suggest that Black and Hispanic students continue to be academically at-risk. Blacks, for example, have lost ground in high school and college completion rates after they made substantial gains in the early to mid-1970s. Forty percent of Hispanics drop out of school before the tenth grade and 70 percent by graduation (Levine, 1989).

Although many retention programs have failed to change this situation, they have certainly defined the dropout problem and provided formulae for future approaches. This presentation was about retention models developed during the last two decades and focused on new information for projects to ensure Black and Hispanic academic success. Vygotsky's theory of "zone of proximal development" on critical thinking skills and control of the relationship between language and logic to help students was discussed.

The Texas Pre-freshman Engineering Program: A Model for A Pre-college Mathematics-Based Minority Intervention Program

Presenter: Manuel Berriozabal
The University of Texas at San Antonio

Since the summer of 1979, the University of Texas at San Antonio has cooperated with Palo Alto College and Trinity University to conduct the San Antonio Pre-freshman Engineering Program (PREP). PREP identifies high achieving middle school and high school students in the greater San Antonio area who are potential engineers or scientists and gives them academic preparation to help them pursue these fields. Since 1986, eight colleges in the state have replicated PREP with others to be added this year. More than 3,500 students have completed at least one summer in PREP and 1,900 students are expected to enroll in PREP in 1990.

Significant aspects of PREP include:

- An intensive eight-week classroom session on abstract reasoning and problem solving skills and exploration of career opportunities in engineering and science; and
- The completion of demanding class and laboratory assignments and examinations while maintaining a 75 or better average.

PREP maintains a substantial file of course notes, problem sets, placement examinations, and program forms which are available to all higher education institutions in the TexPREP network. This session focused on the PREP components and shared its materials and resources with other institutions interested in establishing a similar program.

Summer Research and Graduate School Preparation Program

Presenters: Adolfo R. (Sonny) Barrera and Ed Schneider
Southwest Texas State University

Southwest Texas State University received a $95,000 grant from the United States Department of Education to prepare 40 talented minority undergraduate students from Texas for graduate school. The Summer Research and Graduate School Preparation Program (SRGSPP) is a cooperative venture by SWT's Office of Minority Student Affairs, Graduate School, Center for Counseling and Placement, Student Learning Assistance Center, and the School of Science.

During the 1990 summer session, selected participants will be assigned as research assistants to members of the SWT research faculty, primarily in the School of Science. Faculty members will be mentors to the students, who will acquire valuable hands-on research experience and participate in significant research at the institution.

Students will also compile a graduate school entry portfolio and gain skills and confidence for successful graduate enrollment. They will participate in a graduate school examination preparation seminar; receive supplemental instruction in mathematics, writing and word processing; and take advantage of other support services to prepare them for graduate study.

The program will pay for transportation to and from San Marcos, book and supplies, tuition and fees, room and board, and provide a $900 living stipend for the summer. In return, students will be expected to apply to least three graduate programs during their senior year with the intention of enrolling in graduate school the fall after they receive their bachelor's degree.

The SRGSPP is open to college junior or senior minority students with a 2.75 cumulative GPA or better who have historically been underrepresented in graduate school in mathematics, computer science, physics, biology, and chemistry. Applicants must submit a complete application packet that includes a college or university transcript through the fall 1989 semester, three letters of recommendation from faculty or key university officials, and a personal statement of commitment to pursue graduate studies. To meet program eligibility requirements, applicants must currently receive need-based financial assistance, be from an affected minority group, and be a Texas resident.

This presentation addressed institutional initiatives set forth in the Texas Educational Opportunity Plan for Higher Education, which commits colleges to implement undergraduate counseling services to promote graduate and professional educational opportunities for minority students.

Multiculturalism in Staff Development Programs: A Critical Factor in Recruitment and Retention

Presenters: Patricia J. Larke and Felicia G. James
Texas A&M University

Higher education institutions are increasingly more culturally diverse in their student body, faculty, and staff. They must implement multicultural educational training programs to eradicate stereotypical attitudes and create a positive environment that values cultural differences. This is especially important because acts of racial intolerance have also risen as more minority students have enrolled in predominately White institutions.

Both faculty and staff play an important role in the recruitment and retention of minorities. In-depth multicultural training must challenge these individuals to change long-held prejudicial attitudes and actions and learn to work effectively with individuals from cultures historically underrepresented on campuses.

This session discussed how multicultural programs can be organized. Participants heard a lecture and took part in group role playing. The session discussed:

- Multicultural education and its integration into professional staff development programs;
- Correlations between a culturally sensitive staff and the effective recruitment and retention of minority students;
- Suggestions and recommendations for a work environment that reflects sensitivity to cultural diversity; and
- Ideas that could be used at many campuses.

Model for Planning and Implementing an Instructional Microcomputer Laboratory

Presenters: Charlotte Wolf and Mary Ann DeArmond
San Antonio College

The Reading Department at San Antonio College is one of the largest in the state. It serves 4,210 students of which 62 percent are Hispanics. In contrast, 23 percent are Anglos, and 7 percent are Blacks. Asians and other students comprise 3 and 5 percent, respectively.

With so many students, the implementation of Texas Academic Skills Program (TASP), and the introduction of instructional strategies which require computer technology, the department decided to develop an instructional microcomputer laboratory. This session presented the development of it through front-end analysis of the necessary hardware, software and facilities; laboratory design and installation; staff training, evaluation, and research.

The effectiveness of the laboratory as a classroom and as a drop-in tutorial was also covered.

Hispanic Student Scholarship Initiative

Presenters: Alberto Guerrero and Rene Lara
The University of Texas at Austin

The Hispanic Student Scholarship Initiative (HSSI) at the University of Texas at Austin represents a student-conceived, designed, and implemented effort to reduce the dropout rate among students in the Austin Independent School District. A 1987-88 AISD report indicated that almost 40 percent of Hispanic students in the district to do not complete high school and that Hispanic students are twice as likely as their peers to drop out of school.

Hispanic undergraduates at the university who tutor Hispanic junior high school students at least eight hours a week are provided competitively-awarded scholarships. In researching the potential for this program, the HSSI found that existing voluntary tutorial programs suffered from a lack of consistency on the part of the tutors. Part-time jobs and full course loads prevented undergraduates from devoting the necessary time. By awarding scholarships, the HSSI hopes to create a commitment from the students and reduce the financial pressures which restrict their ability to participate in such programs.

During the summer and fall of 1989, the HSSI solicited contributions from Austin businesses to start a pilot program to provide seven $750 scholarships for the spring 1990 semester. Six hundred Hispanics at the university were invited to enter the scholarship competition.

Martin Junior High in East Austin was selected as the project site. Teacher and counselor evaluations were used to identify 35 students who were at risk of dropping. The junior high school students were divided into sub-groups and assigned to the scholarship recipients with whom they meet as their schedules allow.

The HSSI is working with the university administration to expand the program during the next academic year. In addition to awarding more scholarships to undergraduates on the Austin campus, the HSSI plans to replicate the program on other campuses in the University of Texas system. It also is considering a partnership with UT's minority outreach centers located around the state.

The Southeast Texas Consortium for Educational Opportunity

Presenters: Wayne Sigler, University of Houston
Dottie Malone Atkins, Texas Southern University
Sylvia Ramos, Houston Community College

In 1988, 16 campuses established the Southeast Texas Consortium for Educational Opportunity. The organization, a partnership of private and public junior and senior colleges in the greater Houston area, has five major goals:

- Increase the number of minority students who are academically prepared to succeed in college;
- Increase the number of minority students who enroll in college;
- Increase the amount of scholarship and financial aid available to minority students;
- Promote the transfer of minority students from junior to senior colleges; and
- Share and coordinate the consortium's strategies with other institutions, organizations, and community groups.

The consortium has sponsored 10 educational pathway workshops for 3,000 sixth grade students in the five geographic clusters located in the greater Houston area. Consortium representatives discussed the organization and execution of the workshops. Participaats heard from directors of the workshops by the use of slides and videotapes. They were also urged to use pathway strategies to encourage minority students to pursue higher education.

Preparing an Open Atmosphere for Minority Recruitment and Retention: A Paper and Workshop

Presenter: Benjamin Berry
Prairie View A&M University

Racial tensions on American college campuses have been frequently reported in recent years. This increase in racial conflict comes as higher education is once again responding to the needs of African-Americans and other minorities for greater educational opportunity, and when institutions realize that minorities will comprise the largest percentage of the college age population at the start of the 21st century.

In the the first session, a paper on the historical antecedents to present conditions discussed the efforts to educate African-Americans at historically Black colleges and predominantly White institutions between the 1940's and 1960's; desegregation initiatives and the resulting conflicts; recent responses to demands for implementing affirmative action; the socio-psychological roots of the present conflicts; and suggestions for resolution of the conflicts.

The second session was a workshop on confronting and resolving racial tensions on campuses. The premise of the workshop was that racial conflict cannot be ignored. It must be confronted openly in an atmosphere of learning. The workshop explored activities that have been successful on some campuses and may enable workshop participants to establish responses to racial conflicts through administrative actions to ban discrimination and bigoted behavior, as well as by changing racial attitudes.

Robert Wood Johnson Foundation Grant: Recruitment Strategies

Presenter: Lisa Davis
Texas Woman's University

The Robert Wood Johnson Foundation recruits single mothers and minority and disadvantaged students into nursing. To accomplish this goal, the foundation establishes a long-term program of assistance. Its strategies include recruitment at high schools and community colleges as well as participation at health fairs and in community outreach.

This presentation provided participants with information on the specific aspects and success of these strategies, as well as what the foundation has learned about prospective students' needs in academic and financial aid counseling, and the follow-up necessary to ensure successful recruitment of potential nursing students.

The Changing Face of America

Presenter: Frank Collea
California State University System

Since minority groups will soon outnumber Anglos, we must find ways to bring more members from underrepresented groups into the engineering and science professions. These students must receive sound mathematics and science instruction in the public schools, be motivated to enroll in college as science majors, and complete their undergraduate degrees. We must encourage a large number of them to pursue graduate and postdoctoral studies in the sciences and to enter university teaching and research professions.

The California State University system has taken major steps to expand the pool of minorities at all levels of the educational pipeline. It has developed a series of programs from the elementary school to the postdoctoral level to improve the representation of minorities in the mathematics and science-based fields. This presentation described the coalitions and alliances the system has organized to achieve this goal.

10:30-11:45 a.m.

Research Roundtable II

Topic I: Partnerships with Elementary, Secondary, and Higher Education

Presenters: Esperanza Villanueva-Joyce and Ernestina Casas-Forman
The University of Texas Medical Branch at Galveston

A teenager's opportunities for economic success are greatly reduced if he or she drops out of school. Texas public school statistics indicate that 29.7 percent of all persons 18-24 years of age have not completed high school. The Texas Higher Education Coordinating Board has further reported that 30 percent of these dropouts leave school with less than nine years of schooling. In Galveston, the dropout rate is 11 percent for all ethnic groups.

The Youth Educational Support System (YESS) is a dropout prevention program that emphasizes:

- Early career awareness and planning;
- Academic, motivational, social, and self concept assessment; and
- Follow-up programs.

A total of 350 grade students from the Stephen F. Austin Intermediate School are YESS participants. Blacks account for 42 percent and Hispanics 28 percent.

The YESS project applies intervention strategies to promote high school completion and college and career planning. The YESS staff initially developed a questionnaire to ascertain the students' level of motivation, career awareness, and self concept. Following the questionnaire's administration and assessment, YESS organized a series of intervention seminars to develop greater student self-awareness and interest in career planning. Several factors, such as acculturation, career perceptions, and psychocultural indicators, were considered in setting up the seminars.

YESS and the local school district have collaborated to host programs once a month during the school year to expose students to the health sciences programs available at the U. T. medical branch at Galveston. Students' responses to these career days are evaluated before and after each session.

This presentation demonstrated the potential for establishing the YESS program with any age group and school district. Ideas for organizing volunteers and businesses to become involved in such a project were also discussed.

Topic II: The Impact of Drug Abuse on Students in our Society

Presenters: Thomas V. Baumgarten and Emma Amacker
Texas Southern University

This presentation covered drug abuse among students and its impact on their futures and our society. Among the topics covered were identification of substance abusers, methods of treatment, impact of crack cocaine use, legalization of drugs, drug education, and, multicultural perspectives for resolving drug problems, including reliance on the family as the sole source of help.

Participants shared ideas on ways to deal with this troubling problem affecting student academic performance and general health.

Concurrent Sessions

Effective Classroom Strategies for the At-Risk College Student

Presenter: Elizabeth Branch
Tarrant County Junior College District

The Texas Educational Opportunity Plan for Public Higher Education calls for the recruitment and retention of African-American and Hispanic students. Many special programs to meet this goal have sprung up throughout the state.

Yet educators, administrators, and legislators know that the most influential strategies for ensuring greater minority student college completion must occur in the classroom. This presentation provided faculty participants ideas, techniques, and suggestions for teaching "at risk" students by:

- Establishing a positive classroom climate;
- Creating a conducive learning environment; and
- Establishing a "comfort factor" for "at-risk" students.

Most college faculty want to be taught, reminded, or reassured that they are not guilty of making students feel uncomfortable. They realize that overtly inappropriate racial or ethnic remarks are certain to alienate or discourage minority students. Nonetheless, subtle behavior which reveals unconscious negative attitudes toward "at risk" students is also a problem. Materials to combat prejudice were also introduced.

A Traditional White Institution's Thrust to Create Change

Presenters: Paul Gowans, Naymond Thomas, and Jaime Chahin
Southwest Texas State University

This presentation addressed institutional initiatives set forth in the Texas Educational Opportunity Plan for Higher Education which call for increasing the graduation rate of minority students by implementing student service programs that create a hospitable environment and encourage success. Because occasional reports of racial incidents on the SWT campus threatened the successful implementation of this goal, SWTSU's president formed a Task Force for Better Multicultural Understanding.

This session described the task force's work in determining the degree of racial intolerance on campus, university policies and practices necessary to deal with it, and recommendations to improve multicultural understanding.

First, the task force organized three sub-committees to address faculty, staff, and student aspects. Second, consultants were brought to the campus to discuss the advantages of cultural diversity and to tell how their respective campuses have dealt with racial issues. Open hearings with student leaders were held and questionnaires on the opinions, attitudes, and perceptions regarding cultural diversity were distributed among the faculty, staff, and students.

The task force has issued its findings along with 12 recommendations for improving multicultural understanding. The president's cabinet has been briefed and advised on the procedures and timeline necessary to implement the recommendations.

Securing Private Sector Support for Minority Recruitment

Presenter: Gene M. Monteagudo
University of Houston

The most serious problem facing many educators who want to improve minority recruitment and retention is inadequate funding. Public funds, for example, have failed to keep pace with the growing needs of minority students. Recently, the *Chronicle of Higher Education* reported that the private sector will account for 27 percent of educational expenditures while the federal government will allocate only 6 percent.

The University of Houston has acquired private funds for the Hospitality Industry Hispanic Development Institute's student recruitment efforts. This presentation covered six fund raising steps for obtaining recruitment funds from the corporations:

- Clearly defining the project;
- Identifying potential sources of funds;
- Developing fund raising materials;
- Tailoring the request to a corporation's interests;
- Asking for the funds; and
- Following up with the reporting requirements on funds received.

Presidents Panel

Presidents' Roles in Carrying Out the New Texas Plan

Presenters: Vivian P. Blevins, Lee College
Max Castillo, San Antonio College
Alfred F. Hurley, University of North Texas
Alexander F. Schilt, University of Houston System

Comments by President Blevins

The president, along with the board, is the most important factor in determining whether a campus deals seriously with equal opportunity. At the time that the trustees hire the president, they should clearly understand whether he or she is committed to equal opportunity. This should be evident in the institution's advertising for the job.

The president's annual report to the trustees must demonstrate that the commitment to equality has been translated to action and that the college has a genuine plan of action. The trustees, faculty, and staff should be informed about weaknesses and strengths in its equal opportunity goals. The president must support the development of minority leadership and inform the deans of this expectation in their minority faculty and student recruitment and retention activities.

The president needs to attend events that celebrate cultural diversity on the campus and in the community and seek minority input and involvement in campus assignments. However, it should be clearly established that these minority employees cannot be held accountable for all the failures and successes of their racial or ethnic groups.

Presidents must monitor their conversations for any signs of bias and prejudice that give the impression that he or she does not endorse equal opportunity for all. The publicity from the institution should reflect cultural diversity. In addition, the president should assemble equal access committees that represent the various cultures of the community and are given the opportunity to interact with the institution.

Comments by President Castillo

The process of institutionalizing the Texas Educational Opportunity Plan was a major task for the presidents. I committed myself to setting up a model plan on my campus. As chairperson of the state plan advisory committee, I felt that my campus could do no less. Our plan is a shared effort. A diverse group of faculty and staff participated in its development, and our vice president for student affairs led the group.

Our plan allows for a complete restructuring of the institution's response to minority services. Broad participation is necessary for broad implementation. Leadership cannot be invested in any one person. This is a necessary component of implementing the plan throughout the college. The process of recruiting individuals to participate in the plan included administrators, faculty, and staff as well as representatives from all disciplines and divisions. Nonetheless, as the president, I must oversee our accountability for the plan.

Critical elements of the San Antonio Community College plan include programs in faculty development and student recruitment, retention, and employment. Student persistence was addressed, for example, by an academic alert system. Faculty development will be encouraged by pedagogical skills enhancement programs. We will address static minority employee recruitment through more aggressive and positive approaches.

We believe that program planning should be inclusive rather than exclusive. Therefore, many equal opportunity activities at San Antonio Community College transcend race and ethnicity. Articulation programs aid all students, for example.

Ultimately, how well we adapt, organize resources, and work to provide equal access are the major issues in today's educational environment.

Comments by President Hurley

Enrollment projections affect presidents significantly. Minority demographics make presidents very aware of the consequences of failing to attract Blacks and Hispanics. Basic fairness and moral issues are paramount. The future of the nation and higher education will be impacted by our success or failure to enroll minorities. Therefore, the president must make full use of the powers of the office and trust that the public and university community place in him and clearly state institution's mission to serve anyone qualified to enter and willing to work.

The president must select key staff to execute the assignments that benefit the institution's goal to achieve educational opportunity. For example, faculty with exemplary credentials and conduct should be chosen for evaluative roles since they understand the issues of minority participation in higher education and will be sensitive to these crucial factors in the hiring and tenure process.

The president must also create incentives that encourage positive behavior regarding minority participation. An example could be the provision of extra financial support to departments that successfully recruit minority faculty. The president can also take a broad approach to equal opportunity by pulling together diverse interest groups and forging partnerships with educators from all levels.

Comments by Chancellor Schilt

The Texas Charter commits us to serve all citizens of this culturally rich and diverse state. Moreover, we have moved from a response to equal opportunity based on legal compliance to a recognition that the issue of educating minorities has national urgency. The correlation between income and higher education has been recognized. If we do not support the educational advancement of minorities in this country, we will create our own apartheid.

The workforce of the year 2000 will require a college education. The Japanese have recognized this and have used their human resources -- their intellectual productivity -- to counteract their severe lack of natural resources and have become world leaders. Public and private corporations also understand the relationship between the intellectual productivity of this country and the social changes we are experiencing. They fear that we will not have the workforce to support a first rate nation.

A university president must therefore have a vision that we can be the national model for producing educated Hispanic and Black citizens in this country. We must take advantage of Texas' rich cultural and ethnic diversity to provide an educated workforce not only for Texas but for other states that lack our diversity.

Because the president sets the tone for the institution, he or she cannot put the Texas Plan on one shelf and the strategic plan of the institution on another. The two plans must be joined and executed on a day-to-day basis. Good communication throughout the community is necessary for this process and can result in alliances between higher education leaders and the private sector to commit the dollars needed to enhance minority presence in higher education. An important part of what presidents and chancellors do is to create such partnerships. The University of Houston and the private sector have, for example, joined hands in helping minority students realize their dreams of attending college.

Finally, how the president treats his or her colleagues and invests personal energy sends important messages. Others will follow our examples.

Comments by Audience

- Minority recruitment and retention actions may be addressed through a university planning council.
- Queries about institutional execution of the Texas Plan can be a way to focus a president's attention on the plan.
- Funding cutbacks could be considered a penalty for failure to comply with the Texas Plan. Legislative responses will be affected by a college's success or failure with the plan. The summaries of an institution's implementation of the plan will go before the State Legislature for review.

Increasing Hispanic Students' Retention and Success Through an English for Special Purposes Program

Presenters: Dennis E. Brown, Vicky Lara, and Sandra Peck
El Paso Community College

Some Hispanics who enroll in college have limited English proficiency. This factor severely affects their ability to perform college level reading, writing, and speaking tasks. The workshop introduced college personnel to the "English for Special Purposes program (ESP), which has successfully retained students in computer-based occupations, child development, and emergency care attendant programs.

The ESP faculty develop materials and teach the students. The curriculum is designed to allow students to enter their fields while concurrently strengthening their basic English communication skills. Students study writing, vocabulary, reading, and speaking requirements associated with their chosen occupational area. Other strategies involve use of Hispanics as role models. This approach fosters a positive learning climate where cultural and linguistic factors are considered and addressed. The students also learn how to use computer-based instruction, financial aid, and other student support areas. The presentation showed participants how to organize ESP on their campuses.

Luncheon Presentation: Our Multicultural Tapestry

Presenter: Rosa Guerrero
Artist and Educator, El Paso

America is not a melting pot; it is a tapestry of many beautiful cultures, each one weaving its threads of unique qualities into the whole piece. Rosa Guerrero demonstrated the cultural harmony, similarities, and differences in our distinct backgrounds through music and dance. Members of the audience joined in the presentation, which left all feeling closer and more caring.

2:00-3:15 p.m.

Research Roundtable III

Topic I: Retention Programs for Community Colleges

Presenters: Helen Spencer and Joel Riley
Cedar Valley College

Community colleges face the challenge of educating a much more culturally, educationally, and economically diverse citizenry to function in a highly technological and specialized world. We must establish programs that meet the needs of these students.

Many first generation students who require special intervention are enrolled at Cedar Valley College. We have established two pilot projects to assist them. One is is directed at African-American males and the other helps students improve their reading, writing, and mathematics skills. The organization, implementation, and benefits of these retention strategies were discussed.

Topic II: Diversifying University Curriculum

Presenter: Yvonne Becerra
The University of Texas at Austin

Debate on the need to diversify the university curricula is occurring nationwide. One way universities can institute a multicultural curriculum is to organize student-sponsored forums to provide fertile ground for ideas, data, and research questions related to race and ethnicity. These discussions can lead to courses which address minority cultures.

A recent such forum on ethnic labels and self-identity was sponsored by the Texas Union Chicano Culture Committee at the University of Texas at Austin. During the discussion students wanted to understand how the labels "Mexican American," "Chicano/a," "Latino/a," and "Hispanic" affect their self-identity, political unity and progress, education, attitudes, and values.

This forum prompted the development of a course on the rhetoric of ethnic labels. The student forum provided primary data and a fresh perspective on how to broaden research on the interplay of language and influence. This presentation focused on the role which ethnic labeling plays in shaping cultural perceptions of identity. It also showed how the choice of a given ethnic label affects all the topics addressed at this conference.

Concurrent Sessions

Retention of Disadvantaged Students (RODS)

Presenters: JoAnn Blake, Jennifer Goodman, and Mary Lott
Prairie View A&M University

Prairie View A&M University's nursing program has made the retention of minorities and academically disadvantaged students an important goal. Strategies to increase student achievement have been implemented through the academic and personal support services of Retention of Disadvantaged Students program (RODS).

The RODS project, funded by the U. S. Department of Health and Human Services, includes pre-clinical studies students and clinical studies students. The pre-clinical students enroll in a summer institute prior to admission to the university. They take English, science, mathematics, and self-development courses. They also agree to participate in a tutoring program after they enroll in college. The clinical students are offered peer, faculty, and computer-assisted tutorials that focus on courses with a high attrition rate.

These strategies are combined with individual counseling and advisement to create a comprehensive support system. Program evaluation data reveal that students from both groups are successfully progressing toward the completion of their degrees. Participants heard how other institutions can implement the RODS model to improve retention and graduation rates.

A Program to Increase the Total Supply of Qualified Black American Applicants for Medical and Dental Schools

Presenters: George E. Brown, Seab Smith, and Verlie A. Tisdale
Prairie View A&M University

More than half of the Black Americans accepted to Texas medical and dental schools are Prairie View A&M University graduates although there are 36 other senior institutions in the state. During the past five years the biology department has received funding from the Health Careers Opportunity Program (HCOP) to support a summer prematriculation academic enrichment institute for students to study biology, chemistry, and mathematics. The HCOP has also provided funds for workshops and other preparations for entering medical or dental school.

Of the 98 participants in HCOP during the past five years, 85 were admitted to medical and dental schools. With this success rate of 86 percent, Prairie View has achieved its goal of raising the average of 10 acceptances per year to 20 per year over the five years of HCOP support. A total of 30 students were admitted to health professions schools for the fall of 1989.

This session focused on Prairie View's success in organizing HCOP as a health professions pipeline for Black Americans beginning in high school and continuing to medical and dental school admission.

Integrating Strategic Planning and Minority Recruitment

Presenters: Felix A. Zamora, Yvonne Robinson, and Gloria Dean
Eastfield College

In May 1989, the Dallas County Community College District adopted a strategic plan that includes dramatic new goals for minority student recruitment and improved student academic success. Three years before, Eastfield College had started its own efforts to improve minority college-going rates through its Perseverance, Excellence and Persistence program (PEP). This project has now been integrated into the district's multicultural master plan. The plan represents the district's commitment to encourage faculty, students, and staff to consider cultural diversity a resource rather than a problem and to learn new skills to prepare students for a new and complex society. This discussion was on the formation and orientation of the committee, development and publication of a college-wide strategy '90-91, and implementation of the plan.

Minority Student Retention: New Direction for a New Decade

Presenter: Kevin R. Carreathers
Texas A&M University

As our colleges and universities become increasingly diverse because of demographic changes and our commitment to recruit more ethnic minority students, we must institute more effective multicultural programs and retention strategies. Much research on minority student retention has been completed and validated as reliable. However, these findings have been directed by university personnel who work specifically with ethnic minority students.

This presentation provided practical and easy ways to organize culturally relevant and specific retention programs across the campus. The session equipped anyone, from the novice to the expert, with successful tactics applicable to any campus. Some topics discussed were:

- Evaluation of cultural diversity;

- Importance of including majority populations in minority focused retention activities; and
- Understanding and appreciating cultural pluralism.

The North Texas Communiversity Connection: Strengthening Student Recruitment and Retention Programs as a Result of the Texas Educational Opportunity Plan

Presenters: William G. Sawyer, Harold Bell, and Gloria Contreras
University of North Texas

The University of North Texas responded to the challenge of the Texas Educational Opportunity Plan for Higher Education by improving and expanding its minority student recruitment and retention programs. The university was already engaged in a year-long study of retention issues and was well prepared to respond to the state's mandate for a five-year educational opportunity plan.

This session dealt with the variety of UNT's student support services. Participants learned about valuable models for minority recruitment and retention. For example, the NT Connection, a peer assistance program, provides new freshman and special admission and transfer students a peer sponsor to provide them valuable information on the university and personal support. The successful implementation of the mentor component of the NT Connection, which matches faculty and staff with minority students, was also discussed. New student service initiatives include community college outreach efforts, graduate recruitment, and adopt-a-school measures as well as cultural programs, such as Black Awareness Month, Hispanic Celebracion, the minority student caucus, and the faculty, staff, and the student intercultural services award.

Assimilation of the Minority Professional into the Influential Linguistic Subculture

Presenter: Patricia Williams
Texas Southern University

Linguistic subcultures influence the success patterns, processes and procedures of any thriving and progressive system. Universities aim to train skillfully enterprising individuals who can make significant contributions to society. Unfortunately, an important segment of the professional population in America is critically underused in this quest due to their underdeveloped communication skills.

Minority professionals comprise the bulk of this group. Their ability to succeed in their professions depends upon their assimilation into the "influential linguistic subculture." This session covered fostering their self-esteem; building their knowledge levels; expanding their cultural understanding; and increasing their intellectual capabilities.

Profile of an Amnesty Program: A Bridge to Future Education for Minority Students

Presenters: Eloise Hajek and Mike Khirallah
Brookhaven College

The amnesty program is a result of the Immigration Reform and Control Act of 1986. The IRCA provides undocumented residents the opportunity to obtain permanent legal status by passing a test at the Immigration and Naturalization Service or by showing proof of their attendance at an approved 64-hour course in English and citizenship. Since October 1987, Brookhaven College has served more than 2,000 students in its amnesty course. We have discovered that approximately 75 percent of students enrolled in an amnesty class want to pursue their education beyond the requirements required for obtaining their citizenship. We have responded to this by providing them with student services that will help them achieve their goals.

These students receive literacy screening assessment. Afterwards, they are placed in the appropriate English and citizenship classes, and we continue to monitor their interest in future educational opportunities through instructors interested in creating an educational bridge to academic programs. We also provide students the opportunity to hear lectures on career planning and take hands-on tours of academic programs led by former amnesty students who have enrolled in academic programs at the college.

Participants were informed about the major aspects of this amnesty educational bridge program, including community outreach, orientation, and academic advising.

An Agenda for the 1990's to Recruit More Minorities into Teacher Education

Presenters: Leslie Huling-Austin, Jim Chapman, and Elva Laurel
Southwest Texas State University and Edinburg
Consolidated Independent School District

Since spring 1988, the Texas Education Agency has funded a project to increase the number of minorities entering teacher education programs and to assist minority educators through their first year of teaching in the areas of critical shortages. Another goal is a long-term incentive plan to retain a substantial minority teaching force. Overall, 14 institutions have set up 20 separate projects known as the Teacher Education Recruitment and Retention Network. Southwest Texas State University coordinates the network. Recruitment of more minority teachers was the major focus of this session. The agenda for the network's spring 1990 forum on an ethnically diverse teaching pool for the state was also discussed. Participants worked in small groups to develop ideas to refine the agenda for the forum and to become involved in the network's activities.

3:15-5:00 p.m.

Research Roundtable IV

Topic I: Preventing Attrition of Minority Students in Nursing

Presenters: Geneva Morris and Elizabeth Kelly
The University of Texas Health Science Center-Houston

Participants learned about an attrition prevention model the nursing program at the University of Texas Health Science Center developed. The program identified factors that predict minority student success in mastering a curriculum that demands high cognitive levels of application, analysis, synthesis, and evaluation. Attrition is a special concern because of the current and predicted shortages in the nursing field. Minority attrition is even more critical for nursing in Texas because demographic trends indicate a major shift towards a primarily Black and Hispanic population.

The study included biographical variables, such as age, gender, ethnicity, marital status, financial need, previous work experience, and others. Cognitive variables, such as the student's ability in English, mathematics, and the physical and biological sciences, were also included. The selection of these variables were determined from a review of the literature regarding predictors of student academic success.

Analysis of the data revealed that previous educational experience, previous work experience in a health-related field, financial security, and the student's age were the best predictors of success in the nursing program. The study revealed that minority students were more often concrete learners, while the nursing curriculum requires that students also deal with abstract materials. The nursing program established a model of teaching and learning strategies to enable concrete learners to master the nursing curriculum established.

Topic II: Recruitment and Retention of Minorities to Medicine

Presenters: Kae Hentges and James A. Chappell
Texas Tech University School of Medicine

The Advantage in Medical School program (AIMS) is a unique recruitment and retention model which can be replicated at other medical schools in the state. The AIMS program students participate in a series of skills seminars and are assigned to faculty mentors. In addition, AIMS succeeds because:

- AIMS students take a less demanding first year load and progressively accelerate their program until they are on par with others as they enter the clinical rotations;
- AIMS students must meet the same performance standards required of all medical students;
- Students are integrated into their peer group;
- Student costs are minimized;
- Costs to the institution are nominal since the program requires only a part-time supervisor and a tutor; and
- Costs to the state are reduced because intervention strategies keep students from repeating a full year of medical school.

The presentation examined implementation of innovative and low-cost programs to increase the participation of minorities in the medical profession.

Concurrent Sessions

Friends of the University: Program to Orient Junior High and High School Students to the University

Presenter: Roland Vela
University of North Texas

Friends of the University grew out of a September 1989 conference hosted by the university on the future educational needs of Hispanic public school students. Members known as "friends" introduce Hispanic students to the university's resources to encourage their future enrollment. "Contributors" donate money to the organization. "Sponsors" are corporations that provide students summer employment or scholarships. The discussion focused on the steps to organize such a project and its expected outcomes.

How Many Dropouts Are There? Issues and Solutions for the Identification and Counting of Community College and Four-Year College Students

Presenters: Adrianne Bonham and Barbara Stone
Texas A&M University

The effectiveness of retention efforts is difficult to determine without knowing how many students would otherwise drop out. Yet few, if any, Texas institutions gather such information, and no statewide figures are available.

While LONESTAR is a major advance in tracking individual college students, it will not provide timely information to differentiate true dropouts from those who merely interrupt their college careers and return later. A system that provides a more accurate dropout picture is necessary, especially for community colleges where student course loads vary considerably and not all students are enrolled to complete a specific program of study. Such a system could point out specific weaknesses in our efforts to understand the level of the college dropout problem. It could give us a realistic basis for measuring the effectiveness of specific retention plans. This presentation explored ideas for gathering better dropout data based on research.

The Emerging Scholars Program: A Freshman Year Calculus Project

Presenter: Jacqueline McCaffrey
The University of Texas at Austin

The Emerging Scholars Program (ESP), a joint project of the Department of Mathematics and the Office of the Dean, College of Natural Sciences, is a challenging freshman year calculus program aimed at increasing the number of ethnic minorities and women who excel in calculus and successfully complete math-related degrees at the University of Texas at Austin. The program, which started as a small pilot project in the fall 1988, emphasizes faculty involvement, collaborative learning, and small group teaching methods in an ethnically- and gender-balanced classroom.

The program is an adaptation of the Professional Development Program-Mathematics Workshops at the University of California-Berkeley. Like the Berkeley workshops, it differs in several ways from more traditional programs serving minority students. For example, ESP is a faculty-sponsored initiative, a product of faculty interest and of faculty commitment. In addition, students invited to participate in the program are asked to work harder than other students and meet higher expectations. Rather than being told that they need special help, Emerging Scholars are asked to do more sophisticated mathematics and are challenged to excel on calculus exams.

All students in the program -- Black, White, Hispanic, male and female -- have responded to the challenge. In the pilot project, the Emerging Scholars consistently outperformed non-ESP students on calculus exams, and approximately 80 percent made final grades of A or B in freshman calculus. Now in its second year, the program continues to produce startling results. Fall '89 students in first semester calculus earned grades nearly two full grade points above class averages. The presentation described the Emerging Scholars classroom, student selection, and results from the most recent ESP classes.

The Role, Responsibilities and Rewards of Texas' Educational Opportunity Planning Advisory Councils

Presenter: Jacqueline E. Woods
Association of Governing Boards of Universities and Colleges

The concept of "shared governance" means that several levels of individuals and groups successfully exercise authority over colleges and universities. These groups include the major governing body of the institution, the board of trustees, the chief executive officer, various quasi-governing groups, and program advisory groups. Assuring that each body is effective and consultative requires a clear understanding of the responsibilities of each.

This presentation focused on the specific characteristics of unincorporated advisory groups:

- Identification of the types of advisory groups in higher education;
- Statement of mission and purpose;
- Relationship with the governing board and CEO;
- Membership composition;
- Guidelines for the structure of the group;
- Staff leadership responsibilities;
- Development of bylaws; and
- Indicators of good organizational structure of advisory groups.

Participants heard how these ideas apply to the state's higher education opportunity plan.

A Three-faceted Freshman Program that Works and Four-Year Degree, Four-Year College: Expectations and Reality

Presenters: Sylvia P. Bowman, Ruth Sherman, and Ronald Kelley
University of Houston-Downtown

The University of Houston-Downtown's special services program has cut attrition rates among 525 low income, first generation freshmen, of whom 80 percent are minority participants, to less than 25 percent. Freshmen normally drop out at a rate of 60 to 70 percent. This presentation explained the freshmen retention approach at UH-Downtown.

The institution's retention techniques are based on several dropout studies which identified three factors that cause student attrition: lack of integration into the institution, inadequate basic skills in mathematics and writing, and lack of proper academic advice and counseling.

The special services program has responded to each of these factors. First, integration into the institution is ensured by introducing students to all the university services, providing peer interaction, and instructing students in their responsibilities and rights as students. Second, intensive tutorials are available to them until they pass critical examinations in mathematics and writing. Peer tutors are also hired and trained. Third, academic advising and counseling staff closely track the students, referring them for special counseling if academic or other problems emerge.

Meeting the Challenge: Leadership Development for Minority Students

Presenters: LaVelle Hendricks and Kelsel Thompson
East Texas State University

The presentation dealt with a minority student leadership program that addresses the need for minority role models on college campuses. The program covers proper funding for minority organizations, providing minority students with leadership responsibilities, meeting curricular concerns of minority students, and exploring the nature of a multicultural center on campus.

Minority Scholars Program and Minority Scholars Institute

Presenters: Dana L. Chappel, Lori Cardenas, Jeanne Rierson and William Perry
Texas A&M University and Lamar University

The Minority Scholars Program at Texas A&M University is providing 26 minority students the opportunity to enter careers in science and engineering by providing:

- Research seminars for sophomores;
- Research projects for juniors and seniors; and
- Summer employment.

The MSP staff discussed the details of the program and presented profiles of the students and faculty involved.

Lamar University-Beaumont developed the Minority Scholars Institute to give high achieving African-American, Hispanic, Asian, and Native American high school seniors new educational, cultural, and developmental experiences. Students accepted into the institute must meet several requirements, including a cumulative grade average of 86 or better.

University instructors offer challenging courses, and extra curricular activities provide personal enrichment opportunities during the four-week summer residential program. The college strives to maintain close contact with participants for the next five years to give them continuous encouragement, involve them as role models in subsequent institutes, and monitor their educational and personal progress for data to shape the institute's policies and goals.

Research shows that 99 percent of the program's 1988 class are pursuing postsecondary education. Other institutions can develop similar programs to encourage talented minority students to become successful students and professionals.

Addressing Minority Opportunities in Vocational Education

Presenters: Raul Ramirez and Robert Martin
El Paso Community College

This presentation covered a research project by the El Paso Community College to strengthen vocational educational opportunities for minorities in the state. Problems that cause minorities to dropout of these programs were identified and recommendations to change this pattern were provided. The project design is based on research methods that were pilot-tested, validated, and modified. Comprehensive statewide surveys were conducted in February and March 1990 and the results analyzed in May 1990. The research team interviewed minority students identified by the survey instrument as potential dropouts.

A report on the survey will be submitted to the project advisory committee and a position paper will be written with the advice of experienced vocational educators in the state. As a follow-up, a workshop to formulate policies to improve the delivery of vocational education will be held. The results of the workshop will be submitted to the Coordinating Board.

TEXXANS: A Journey Toward Increased Cultural Understanding and Cooperation

Presenters: Phil Burdine, Judith Henry, Marlene Hernandez, Ross Crabtree, Rodney Markham, Paul Wyatt, and Abe Ramirez
Texas Tech University

The TEXXANS movement, which was initiated by students, addresses Section A of the Texas Educational Opportunity Plan for Higher Education. Section A commits universities to increase the numbers of minority college graduates by providing "counseling, advisement, mentoring, or other student service programs that create an hospitable environment and encourage success."

The presentation introduced participants to TEXXANS' approach to involve more minority students in the mainstream of campus student governance. It provided:

- Goals and objectives, including future direction;
- Historical perspective on student governance at Texas Tech;
- Personal insights on the establishment of TEXXANS;
- Administrative and student organization concerns about TEXXANS; and
- Adaptation of TEXXANS to other institutions.

Tending to the Pipeline of Future Minority Scholars

Presenters: Sarita E. Brown and Samuel L. Moore
The University of Texas at Austin

The Graduate Opportunity Program (GOP) is the minority affairs division of the Office of Graduate Studies at the University of Texas at Austin. For 12 years, the program has strived to increase the enrollment and retention of underrepresented ethnic minority groups in graduate school at the university. The target populations for the recruitment plan primarily include Mexican American and Black applicants and Puerto Rican and American Indian applicants to a lesser degree.

The program has developed a successful, multi-faceted recruitment and retention plan. This session addressed the macro picture -- the nationwide underrepresentation of minority faculty -- on a micro basis. Efforts to expand the pipeline from increasing the applicant pool to graduate school to placing graduates were discussed. It demonstrated how a small unit can address underrepresentation of minority faculty.

7:30 p.m.

General Session

Note: The fifth annual Harry S. Truman Lecture was delivered by Manuel J. Justiz and was published in the April/May 1990 edition of the *AACJC Journal*. The lecture was presented at the National Archives in Washington, D.C. at the opening of National Community College Month. It is

reprinted in full here to reflect the themes that Dr. Justiz considers to be critically important. Dr. Justiz is dean of the College of Education at the University of Texas at Austin and A. M. Aikin Regents Chair in Education Leadership. We gratefully acknowledge his permission to reprint the lecture.

Fulfilling the Educational Promise of a Changing Nation

The American experience reminds us that two fundamental principles have guided our history: the premise that we are a democracy of all of the people; and the practice guarding that principle -- that whenever obstacles to democracy have presented themselves, we have worked diligently and with great success to eliminate them. Americans have worked with a determined spirit to broaden the bases of democracy in society, in the workplace, in politics, and in education. But at times, our consciousness has had to be aroused in order to recognize the dilemmas that prevent and limit personal liberty and freedom.

The crises of the 1990s are ones that once again challenge us to act positively and swiftly to maintain our avowed mission of bringing all the people not only the promise of freedom, but also the practice of freedom. We recall that without freedom, mankind's voice is lost, and chaos, disharmony, and dysfunction of systems result. What better lesson has jarred our reaffirmation of the principles of freedom than the international attention to human rights? Today in Eastern Europe the principles of democracy and egalitarianism, which have always guided Americans, have been reawakened and rekindled as a people's movement has virtually toppled communism and brought a dead-end to the cold war. Democracy and freedom have won!

Community Colleges: Vehicles for Educational Promise

But to protect our democracy and preserve our freedom we must reawaken and rekindle our drive to further democracy in our own country and among our own citizens. That the vehicle to accomplish this drive is education should come as no surprise, and that it is the American community, technical, and junior college that should shoulder the first wave for renewed democracy is a basic requirement.

Although the junior college has its origins in the first half of the 20th century, it was not until the latter 1940s that the idea of the community college was born. Then, and through Presidential leadership, the Truman Commission applied the principles of egalitarianism to education. For the first time in our history, all the people were enfranchised to be educated. We might say that the building premise of community college education is the democratization of higher education; it is providing all people, within their own community, access to education beyond high school. Today there are more than 1,200 community colleges dedicated ostensibly, to the mission of providing opportunity for higher education to all the people. The community colleges of America bring the idea of serving the "public good" to reality -- community colleges are dedicated to educating everyone, regardless of background, skills, handicap, gender, culture, or economic status. They promise educational opportunity.

But let us be honest -- like all promises and good intentions, the promises and intent of egalitarianism and of democratizing education have been difficult to produce.

- It is true that community colleges are an integral part of the American education system, but it is not true that all the people are being educated.
- It is true that opportunities exist for higher education, but it is not true that those opportunities exist for all segments of our society.
- It is true that access is available to anyone to attend our colleges, but it is not true that the open door is really open to everyone.

What began as a movement to break down barriers to education has become a movement that, insidiously enough, has not always been on guard against the resurrection of those same obstacles and barriers to education. Our responsibility is to discover those barriers, to reduce or eliminate them, and to make good on the promise of American higher education for all the people. We must transform the needs of students and potential students into the goals of modern educational reform.

In this benchmark decade, we must focus on crises that stem from demographic change and diminish educational opportunity for particular groups. We must work to examine our educational needs by reviewing the commitments and goals necessary to provide educational opportunity.

The Issues Arising from Demographic Changes

America is no stranger to demographic changes and, as an open- access nation, its ethnic and minority populations are rapidly increasing. We must remember that for minorities, community colleges represent their first higher education experience. Community colleges provide opportunities to fulfill the dreams embedded in our national values and identity. As educators, our responsibilities demand from us that we not forego the promises of egalitarianism and democratization of education. As dramatic shifts occur in our demography, we must give greater attention to soundness in our educational systems: demographic changes do affect the educational system; the rapid growth of minorities in the youth cohort population does substantially impact education at all levels; and population trends do demand new services from all our institutions. We cannot ignore these facts.

Why are changing demographics an explosive issue for higher education? It is because colleges have not met their responsibilities to minorities whether as students, as faculty, or as administrators; their representation as students, as faculty, and as administrators does not begin to reflect numbers comparable to their representation in society. Minorities in the pipeline, at the threshold of entry into careers, being trained to take over positions of authority and leadership, are few in number, and rather than growing in proportion to their population statistics, we have seen only decline in this pipeline of awaited expectancies. In a report of the Education Commission of the States we learned that "progress toward full participation of minorities in higher education has become distressingly stalled" (1986, p. 1); perhaps we should go a step further and report that our data indicate that we are more than stalled. We are going backward. Decreasing participation only means that the pipeline of expectations has become a dry pipeline.

Facing the Realities of a Dry Pipeline

The arguments that concern us are not ones that jab at our moral conscience or even ones that emerge from our interest in what is equitable; rather, we must argue for our own self-interest and recognize that it is within the framework of our self-interest that we are most inclined to act. We must argue for policy changes not only on the basis of what is morally right, but also because our personal future and the well-being of our nation depend on these changes. One need only ask a single question about one's future, such as: Where will the money for social security retirement come from?, to zero in on the consequences and considerations of a future work force who may not be able to contribute to social security. Consider that by the year 1992 it will take three workers to support each retiree, and one of the three will be either Black of Hispanic (Hodgkinson, 1985). If we want to continue to count on retirement benefits, we must pay attention to immediate realities. If a third of our nation is undereducated and also underrepesented in present educational institutions, then we may reason that this group cannot contribute to our future security and well-being. I need not remind any person who thinks about his or her own future that a reciprocal dependency on future generations exists -- what we do today affects what others do after us. We cannot afford do disenfranchise the very people who will represent a large portion of the "contributors" to our retirement.

Protecting self-interest, national security, and our ability to compete in the world marketplace will require that our growing minority cohort receive a quality education. Between 1990 and the year 2020 the U. S. population is expected to grow from 242 million to 265 million (Hodgkinson, 1985). Census projections tell us that the minority population will grow from a present one-fifth of the total population to over one-third of the population of the United States. We will change from a nation of 14.6 million Hispanics and 26.5 million Blacks to a nation whose population will be comprised of 47 million Hispanics and 44 million Blacks in just 30 years. Yet we also know fewer minorities are completing college than ever before (Wilson and Justiz, 1988). According to a recent American Council on Education report, college participation rates for lower- and middle-income Blacks and Hispanics continue to decline: participation for Blacks went from 39 percent in 1976 to 30 percent in 1988; the

data for Hispanics demonstrated an even more dramatic decline, from 50 percent in 1976 to 35 percent in 1988 (American Council on Education, 1989).

Challenging Education Participation and Success Rates

We note with alarm that the decade of the 1980s demonstrated only decline for Blacks and Hispanics entering and/or completing college. These declines demonstrate a rising crisis of both our social and educational systems which, if left unchallenged or unsolved, will increase both personal loss and national loss in an ever-expanding world. If education is not properly used to support our growing minority populations, we can predict a domino affect of falling expectations and failing hegemony; deficits from so substantial a part of our society affect all of us, whether we measure that loss as reduced income going to social security payments or a reduced ability to compete in a world marketplace. We must pay particular attention to data that demonstrate an overall rise in college enrollment and ask who is benefiting from these increases. If only certain groups continue to show declines when overall growth is occurring, we can be certain that real problems exist. We find evidence of these problems in almost every aspect of college life, including enrollments, degrees earned, and faculty and administrative representation.

From 1971 to 1981, overall college enrollment decreased for Blacks and Hispanics. By 1986, 20 percent of Anglos over age 25 had completed four or more years of college, as compared to 10.9 percent for Blacks and 8.4 percent for Hispanics (Wilson and Melendez, 1985). Together, all minority groups earned only 11.7 percent of baccalaureate degrees. It should be noted that in 1985 half of all Hispanic and American Indian students and 43 percent of all Black students attended community colleges (Wilson and Melendez, 1985).

Between 1975 and 1985, the number of minorities earning graduate degrees declined for all groups (Wilson and Justiz, 1988). In 1985 minorities earned 10.4 percent of master's degrees, 9.5 percent of doctorates, and 9.8 percent of first professional degrees.

In 1985, 9.6 percent of all full-time faculty were minorities, and most of these taught at historically Black institutions (Commission on Minority Participation in Education and American Life, 1988). Figures from 1985 also indicated that 93 percent of college presidents were Anglo, 5 percent were Black, and 1.8 percent were Hispanic. More than half of the 100 Black college presidents head historically Black institutions, while only 2 percent head predominately Anglo institutions. Half of all Hispanic college presidents are community college presidents (Mooney, 1988). It is clear that administrative leadership, in a time of rapid change in this nation's educational system, is a vital element in focusing the vision and mission of our colleges; clearly these positions must be more and more filled by minority applicants. Clearly, we are suggesting selection of faculty and administration based, not on sameness, but on diversity and on equivalent representation. Our goal should be one of achieving excellence and fostering leadership through diversity.

Challenging Other Institutions -- Business and Politics

But it is not only statistics about college inequities that we must examine -- we must also examine the role and position of Hispanics and Blacks in our economy, in business, and in leadership roles to be reminded that underrepresentation is a much larger issue in our society than one limited to education. If we stress education as a vehicle for advancement, we must also raise our voices to point out the necessity of greater representation of minorities in positions of leadership in the business place and in local, state, and national elected offices. We note that projections for the economy also point out the necessity for a college education: by 1995 about 20 percent of all available job openings will require four or more years of college. This figure represents an increase of 16 percent from 1984. Of those positions that are newly created, the number requiring baccalaureate degrees will rise by 45 percent, which is a three-fold increase from the previously predicted 15 percent rise in new positions generally. In sum, the greatest economic danger this nation faces for the future is not that of an oversupply of college graduates, but rather a bottleneck in economic growth due to a shortage of versatile, well-trained workers (State Higher Education Executive Officers, Task Force on Minority Student Achievement, 1987).

Minorities are also suffering economic handicaps. Annual income for young Black males fell by 50 percent from 1973 to 1986. For example, in 1986, 30 percent of Blacks had incomes below the poverty level, with 40 percent of Black families earning less than $15,000 per year. Unemployment for Blacks was at 14.5 percent and at 10.6 percent for Hispanics, compared to 6 percent for Anglos (Commission of Minority Participation in Education and American Life, 1988).

Minorities as business leaders, while enjoying a brief rise in the 1980s, are suffering setbacks in the present time, as are their businesses. Even with the opening of more global markets, opportunities for integrating the skills and language capabilities of minorities have not been utilized and, perhaps, not even realized. Minorities continue to meet with abridged opportunities in the business world: business statistics in the executive, administrative, and managerial occupational category indicate Blacks and Hispanics comprise 6 percent and 3.5 percent, respectively, of the total number of positions available.

One answer lies in the concept of developing leadership -- leadership whose vision and strategies match the demands of future needs of all members of society. No less a great teacher than Socrates reminds us that education is an endeavor that trains future leaders. Education, therefore, must be the critical link to foster and prepare minorities for leadership roles in education, business, politics, and public service. The future of our nation depends on it, and community colleges have a particularly strong leadership role to play in ensuring that quality education is provided for the minority cohort.

Facing the Issues of Contemporary Higher Education

If we asked the question: Who really attends community colleges?, we might be a little surprised at the answer. In 1985 community colleges enrolled more undergraduates than did senior institutions; of the 2.3 million first-time freshmen enrolled in higher education, 51 percent were enrolled in two-year institutions. Minorities represented 21 percent of the student population. But while national data reveal one set of statistics for incoming college students as a whole, the picture for minority populations specifically is unique: minorities are more likely to attend two-year colleges than are Anglos. In the fall of 1984, 54 percent of all Hispanics attending college attended community or junior colleges, as did 54 percent of American Indians and approximately 43 percent of Blacks (Community College Fact Book, 1988).

While more freshmen attend community colleges, and more freshmen are members of minority groups, they do not have expectations of college completion. Community colleges must do a better job of encouraging and retaining our nontraditional students. Community colleges must focus on articulation as a concept in an educational continuum beginning with the high school, developing in the community college, and culminating in university and graduate institutions; they must build an institutional climate that must work to integrate community and cultural needs into the curriculum and development of colleges; they must provide assessment that not only measures academic achievement and quality, but also produces feedback and comprehensive profiles that facilitate students' progress; and they must promote the need for financial aid to all sectors, public and private, and help recognize that education is a wise investment for the future of this nation.

Articulation

Articulation goes beyond making agreements with other institutions. Its key is the expression of those agreements in ways students can comprehend. Articulation agreements must be well-defined among high schools, community colleges, and upper- division institutions. Communication is essential. Community colleges present an important linkage with senior institutions. It is vital that all institutions face the responsibility of coordinated articulation programs facilitating transfer services. Crucial is mutual respect for the mission and functions of community colleges and senior colleges and universities.

Upper-division institutions must share responsibilities with high schools and community colleges in providing the leadership that facilitates smooth transition; reminds faculty and staff of their responsibilities to help students better understand the transfer process; and upgrades and commits resources to academic advisement, tutoring, and support services. Articulation agreements and programs should emphasize attracting minorities, facilitating them through the pipeline, and increasing not only their successful transfer rates, but also their retention rates leading to baccalaureate degrees.

Establishing Institutional Climate

Institutional climate also means involving students in the learning process that establishes a community of learners. College personnel must instill in students the idea that a community college experience goes beyond the classroom setting and the college curriculum.

Institutional climate must value good teaching. Commitment to teaching excellence and effectiveness must emanate from the leadership of institutions, and their positive messages should be relayed to both faculty and students. All this further engages the student in the pursuit of knowledge, in the reconciliation of differences, and in the formation of new opinions and views that help stimulate additional thinking toward formulating and adopting values that meet individual needs and address societal problems.

Commitments must be made to encourage faculty and administrative role models and mentors for students, including minority role models, creating an environment that involves peer and parental support; to strengthen counseling support; to provide remedial education with academic tutoring; and to create a sense of belonging for students.

Currently, institutional climates do not facilitate retention rates for minority students and many times interfere with their academic and personal development. Emphasis must be placed on academic standards, entrance and exit requirements, and well-defined transfer requirements. Striving toward greater consistency in effective teaching is essential with ongoing follow-up feedback to students letting them know of their academic progress.

Assessment

Responding to accusations of mediocrity, higher education instituted new assessment programs and techniques. These tools were meant to improve teaching and to ensure accountability, yet, when assessment programs and techniques become barriers to minority access to higher education, we must evaluate the utility of such tools. For example, assessment can measure academic achievement for teacher certification programs, but when assessment is used to diminish the pool of qualified instructors in the schools, we must question just what assessment really means; if it is nothing more than a process used for selection of teacher candidates based on traditional standards of "sameness," then it must be re-examined (Justiz and Kameen, 1988).

Financial Aid

Education represents am enormous investment not only for the individual, but also for all sectors of this nation. Rising costs of a college education compounded by reductions in federal and state support for student financial aid have created significant problems for minorities and other low-income students. Since current levels of subsidized loans and grants are not growing significantly to keep pace with rising costs of college, minorities and other low-income families find college expenses extraordinary, resulting in many students not choosing to go to college. With financial aid in the form of grants diminishing, and loans about the only remaining available form of financial aid, studies show low-income minorities are the least likely to borrow money to attend school (Atwell, 1987).

Our obligation is to intervene and ensure that institutions of higher education work with federal and state governments and with the private sector to guarantee that educational aid is directed to where it is needed. Interventions can include emphasis on special scholarships, grants, low-interest loans, and loan forgiveness programs. The idea of low-income, high-risk students participating in work-study programs must also be considered as a viable intervention. We must also simplify the application process for financial aid.

Changes must occur in the way we look at investing in minorities. Our philosophy must be one that looks at financial aid programs in education as an investment in human resources. We must recognize that a wise investment in our public and the proper use of our resource will be eventual gains benefiting our society and the nation.

Making Good on Promises

During my tenure as director of the National Institute of Education, I appointed a national study group whose research and recommendations were recorded in *Involvement in Learning*. The recommendations set priorities revolving around student involvement, realization of high expectations for both students and for the institution, and assessment and feedback. *Building Communities* (1988), the AACJC Commission on the Future of Community Colleges report, offers recommendations around the inclusive theme of building communities; it challenges us to look at the community of the classroom, the college, and the world as partnerships. These challenges also call for leadership, developed at all levels, that moves toward academic excellence and furthers lifelong learning.

This nation has allowed us to pursue our dreams and the opportunity to achieve them. The spirit through which our great leaders forged a path for democracy should be the same spirit we apply to education. We must preserve the democratic ideals of enfranchisement and education for all the people. Not only do we have the technology, the resources, the ingenuity, and the leadership necessary to instill educational changes, we also are capable and willing to improve the existing problems. More importantly, we have the "people" who, provided with the opportunity, can take advantage of pursuing the dream. As H. G. Wells has reminded us, "Human history becomes more and more a race between education and catastrophe." This nation is running such a race. Education remains the vehicle for achieving the promises of American democracy and for preserving those ideals that make America great. The changes and services required by our changing demography and the participation of minorities will not be easy, but we should never lack the will to try. The very future of our nation depends on it: we must make good on our promises!

Friday, April 6, 1990

Conference Breakfast

Equity and Excellence in Education: Today's Challenge for Building a Positive Future for African-Americans

Speaker: Stephanie Robinson, Director, Education and Career Development, National Urban League

Texas ranked seventh in population growth during the 1980s. According to Bud Hodgkinson, in 2010 Texas will rank second after California with a total of 5,418,000 minority students. The "Hudson Institute Workforce 2000" study indicates that the United States workforce will increase to 20 million new employees, of whom 82 percent will be women, non-White, and immigrants. Moreover, job growth projections between 1987 and 2000 has been calculated at 16 percent. Dallas will double that percent with a job growth of 31 percent -- the sixth highest in the country.

In view of these data, Texas can contribute to a healthy national economy by committing itself now to the future education of its expected five million minority, poor, and other disenfranchised students who will comprise the majority in your public schools. You should not ask how you will retain students in your institutions of higher education, but how you will "get" students into your colleges. Further, ask how we will work together to repair the elementary to secondary educational pipeline -- from which many of our students of color leave so early.

Of the things that must be done, I consider these to be essential:

- Create greater equity in access to knowledge and skills;
- Eliminate academic tracking;
- Include accurate and honest curricula about the history and culture of African-Americans and other minorities; and
- Improve teacher education.

The issue remains who is taught what, by whom, and when? I repeat: who is taught what, by whom, and when? We must ensure that students have access to a high quality of instruction and

challenging curricula to be successful when they arrive at your campuses. Yet our educational system is structured to sort and sift students into groups that are expected to succeed and those that are not.

Consider this scenario. A track coach identifies a group of students who will be trained to perform the high jump. The standard measure of a successful level of performance is a seven-foot jump over the bar. The coach surveys the group and selects some students to receive training each day. These students are given the best equipment and provided with the best diets, role models and have knowledgeable, supportive coaches. Each day the students practice with the bar set at the seven-foot level and they are encouraged to set their expectations of themselves accordingly. Those who cannot reach the expected level practice at a lower level, but the bar is always moved toward the seven-foot goal. The coach believes these students can achieve the ultimate goal.

The other group of students practices less frequently with inadequate equipment. Their teachers are inexperienced but many are well intentioned. Moreover, the bar is placed at five feet and is lowered if the students have trouble hurdling over it. Their coaches think that by lowering the goal they are providing their students with "success" experiences. Many of the students successfully jump over the five-foot bar, thereby pleasing themselves, their coaches and their parents.

The day of the competition arrives and the bar is placed at seven feet for everybody. Guess which group of students succeeds most often in clearing it?

An academic version of this athletic scenario is acted out in our schools each day. Students are provided with different instruction and different course content. School officials, parents, and their communities also have different sets of expectations. However, the "standards" (like the seven foot bar) are the same for everybody, and this is as it should be. Still, if the standards are the same, so should the expectations -- and the preparation. But this is not the case.

We say "all children can learn" but we really don't believe it, and we do not organize the learning environment as though we believe it. Our belief in the egalitarian assumption that all children can learn flies in the face of the belief in the rugged individualism and Darwinian survival of the fittest behavior to which we have been conditioned, and which our educational institutions are patterned to accommodate.

Unlike the Japanese school system, which is often presented to us as an exemplary system, our system is organized around the philosophy that some can learn and are expected to achieve while others are not. These expectations are often played out along racial lines. While the Japanese approach has problems which make me reject it as a model for the United States, I believe its basic premise that hard work produces academic results provides a sound vision for organizing the learning environment and supporting students.

So what do Americans learn in school? One of the most stinging indictments of the differences in course content was contained in the report *A Nation at Risk*. The report examined the courses taken by high school students between 1964 and 1969 and concluded that the secondary school curricula had been diluted to the point that they no longer have a central purpose for educating students. The report noted that 25 percent of the credits earned by general track high school students are: physical and health education, work experience outside the school, remedial English and mathematics, and personal service and developmental courses, such as training for adulthood and marriage. In response states had implemented more rigorous course requirements and standards for graduation by 1986.

The course taking patterns of secondary students in the 1980s were also analyzed in *What Americans Study*, a report published by the Educational Testing Service. Researchers analyzed the transcripts of two million college bound seniors who took the SAT and filled out the student data questionnaire. Among the major findings were:

- The graduating class of 1987 took a larger number of academic courses than did the class of 1982;
- The percentage of students studying geometry rose by 15 points; and
- The number of students taking pre-calculus doubled.

The significant finding for our purposes is that, while the percentage of African-American students completing mathematics and science courses increased in 1987, a large enrollment gap continues to exist between them and their White counterparts. For example, the percentage of White students enrolled in Algebra I is 87 percent, but African-Americans account for only 70 percent. Enrollment differences remain, with Whites at 56 percent and African-Americans at 40 percent. While

few American students take calculus, Whites still outnumber African-Americans with an enrollment at 2.3 percent as compared to 1.4 percent. Disparities increase as the courses increase in difficulty.

To restate my original question: Who is taught what, by whom and when? According to Linda Hammond, a professor of of education at Teachers College, Columbia University, the availability of mathematics and science courses appears to be determined by school, race, and the socio-economic status of the student body. Poor, Black, and Hispanic schools lack laboratories and the skilled teachers to instruct students in these fields. Such resources are "allocated" to the schools whose students are expected to succeed. She calls this "curriculum rationing." Thus, a vicious cycle reinforcing inadequacies ensues with students blamed for not scoring well on standardized tests and not succeeding in college. Remember the seven-foot bar? Well, six out of every ten questions on the math section of the SAT are algebra-related. African-American students who have only scaled the academic five-foot bar due to low expectations and lack of course preparation cannot master the math section of the SAT.

This leads me to touch on the overall theme of your conference: multiculturalism. In America we have been subjected to the great curriculum robbery, which has deprived us of the opportunity to learn about different peoples and respect their capabilities as individuals and groups. A recent personal exchange with some legislators on this issue was instructive. One legislator noted that the curriculum didn't include the contributions of Blacks because they had made none. He insisted that if they had contributed anything to society, he would have learned of them in school!

We know that when people understand, appreciate, and respect cultural diversity, their preconceived notions of the superiority of one culture over that of others can be changed. Likewise, students can be more "connected" to their studies if the curriculum reflects a positive image of their ethnic group. We know that learning takes place when information is contextualized. We know, for instance, that Africans were mathematicians and discovered some of the theories on which the Greeks and Romans based their later work. We should ensure that students learn this truth, especially African-American students. To say that the contributions of Blacks and other minorities have been omitted from American history is to be charitable. It is more accurate to say that there have been conscious distortions of the facts. Recently, a respected public broadcasting station aired a series of programs on the evolution of surgery from a butchering process to a high tech miracle. The development of the process of typing and storing blood was cited as a major factor in the evolution. Yet the important contribution of Dr. Charles Drew was not even mentioned.

Teachers cannot teach what they don't know. Teacher education must provide the range of pedagogical skills and information required to teach diverse student populations. Unfortunately, efforts to enrich the curriculum with this information are not fully supported.

Tom Soble, commissioner of education for the state of New York is to be commended for his mandate that the schools in New York teach specifics about cultural diversity. He is facing heavy fire from traditionalists who somehow see this as a threat to the American way.

We said that the educational pipeline was ruptured and our students are hemorrhaging from it. To fix the ruptured educational pipeline, we can infuse it with information that portrays ethnic minorities accurately. To fix the ruptured educational pipeline, the Texas State Legislature must successfully find a more equitable manner of financing education. To fix the ruptured educational pipeline, parents, higher education, business, industry, and religious leaders must take responsibility for the problem, identify solutions, and negotiate acceptable educational objectives, timelines and measures of success. Based on the experience of Rochester, New York, the National Urban League received major funding to develop a program for five cities. The Urban League launched a national education initiative to improve education for African-Americans. Our 113 affiliates are implementing direct service and advocacy programs in parent education, guidance, counseling, and mentoring. More than 300,000 parents and students have been involved in it. By working with them, school superintendents and other community-based organizations, we are changing the way schools do business. We will publish a major study on tracking this fall and develop materials for parents and students to make informed decisions regarding course selection. We are also working with the College Board to inform parents, students, and schools about the EQ Project and have published a manual *What Students Need to Know*. It is based on the College Board's report on what high school graduates should know.

Can we fix the ruptured educational pipeline? Yes, we can. The literature is full of examples of excellence and equity. But they cost money and require commitment. Given the demographics of the

school population, we do not a have choice. Educational excellence and equity do not have to be strange bedfellows -- if we address the institutional racism which keeps them apart.

I read your ambitious plan for equal educational opportunity. It will work to retain students once they arrive at your institutions. But I must end with my original question: How will we get them to you? I challenge you, brothers and sisters in the struggle in higher education, to join in the movement to work with us to restructure the educational service delivery system to provide all students with the knowledge and skills they need to be successful. In the words of the late Robert Kennedy: "When a Black person is denied because he is Black, in the fullness of time the White person is denied because he is White."

9:45-11:00 a.m.

Research Roundtable V

Topic I: Developmental Education

Presenter: Evelyn J. Posey
University of Texas at El Paso

The session examined the response of the University of Texas at El Paso to the new requirement that students pass the Texas Academic Skills Program (TASP). The institution has designed an innovative computer- based and faculty-supported program in its academic development center to help students pass the TASP examination and prepare for university-level courses. Students also use other learning strategies, such as journal writing and small group collaboration in developmental mathematics courses, to improve their academic skills.

Regular interaction between the faculty and the learning center staff also promotes continuous assessment of the program's effectiveness. In addition, the center is developing a testing, reporting, and evaluation instructional management system to improve the placement of students into the appropriate classes and give them access to other academic support resources.

Topic II: Multicultural Sensitivity

Presenter: Benjamin Berry
Prairie View A&M University

A explanation of this topic appears in the session on "Preparing an Open Atmosphere for Minority Recruitment and Retention."

Who Was Martin Luther Kir ,

Presenter: Bryan H. Barrow III
Del Mar College

This was a presentation of a one-person play written as a tribute to the accomplishments of Martin Luther King, the foremost leader of the civil rights movement in the United States. The piece deals with the culmination of King's efforts in leading the civil rights movement of the 1950s-60s, and for which he was awarded the Nobel Prize for Peace in 1964. Characters include: King; Malcolm X, the noted Black Muslim leader; and an elderly Black man who relates King's life to a Black youngster.

Hispanic Computer Communication Teaching and Researching Network

Presenters: Armando Arias Jr. and Beryl Bellman
Texas A&I University and California State University

Research suggests that computer-based communication is particularly effective for educating culturally and linguistically diverse and other non-traditional college students. This panel discussed an ongoing experimental project in several multicultural institutions in the Southwest and Mexico. The project shows the viability of computer technology for teaching these students.

The six-year project, known as the Binational English and Spanish Telecommunications Network (BESTNET), allows faculty to communicate with Hispanic students in Kingsville, Laredo, Los Angeles, and Denver. Research has found that computer conferencing works particularly well for Hispanic students because the instruction is self-paced, students receive immediate feedback about their errors, students can ask questions in a more anonymous setting, and they can communicate in Spanish or English. Students using these strategies do not suffer from prejudices experienced in the regular classroom or from being placed in a competition based on physical appearance. The potential impact of this research on a university's commitment to provide a sound education for these students was also discussed.

Engineering Multicultural Studies Program: A Model of Success

Presenter: Edwin P. Gordon
Cornell University

According to a recent Department of Labor study, the number of Black Americans in the work force increased from approximately 8 million in 1965 to 12.4 million in 1985. The number of Hispanic workers nearly doubled between 1975 and 1985 from 4.2 million to 7.7 million. Demographers estimate that ethnic minorities will constitute one-third of all new entrants in the labor force in next decade. This change will likely transfer the values of the American workplace because these new employees will bring with them diverse cultural beliefs and traditions.

Therefore, students need to be exposed to the changes that they may encounter at their jobs in the future. The College of Engineering at Cornell University has attempted to address the issue of cultural diversity in the American workplace by establishing the Engineering Multicultural Studies Program (EMSP). The program encourages students to explore and learn to be comfortable with cultural differences at their jobs and determine a criteria for behavior that is compatible with the values of a multicultural society.

This session focused on the comprehensive nature of EMSP, and emphasized the university's interdisciplinary seminar "Valuing Diversity in Industry." The impact of EMSP on student success in industry and elsewhere and other aspects of creating such a program at other institutions was also covered.

Essentials for Creating an Environment to Secure a Multicultural Student Population

Presenter: Maude E. Guilford
Texas Southern University

Predominately minority universities must carefully plan their approaches for serving all students. They cannot assume one scheme will suffice. Personal experience in directing the admissions office at Texas Southern University has shown that student services programs must be concerned with the cultural backgrounds of all students. Although recruitment and retention efforts share some characteristics, we must explore and find different techniques to serve students from distinct backgrounds. Research in the field supports this view.

This session shared TSU's Office of Recruitment and Admission plan to use multicultural techniques to improve its ability to recruit a multicultural student population. Participants were provided information to plan such a goal and learned about the results of a TSU survey for designing an environment conducive for recruiting and retaining a diverse population.

Retention Through Video

Presenters: Suzanne M. Fields and Sylvia Martinez
Tarrant County Junior College, Northeast Campus

Tarrant County Junior College, like many other institutions, has organized its retention efforts through workshops, seminars, classes, and special speakers for faculty and students. But the office of counseling and testing at the northeast campus has experimented with other retention methods that may reach more students and faculty. Hoping to be as successful as Oprah Winfrey, Johnny Carson, and Arsenio Hall in communicating its message, the office has begun to use videotape to reach students.

The northeast campus of TCJC has produced a video on retention which provides faculty and staff the opportunity to hear students say what they expect and need to complete their education. Returning students seeking a better chance at a career later in life, handicapped students struggling to get a crack at a job in corporate America, and minority students who feel isolated in a predominately White institution are represented in the video.

The presentation focused on the production of the video and the value of using video technology to help students in the '90s.

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Editor's Note: The speech "Minorities in Higher Education" by Blandina Cardenas Ramirez and papers on "Advisory Councils: What Works" and "Legislative Perspectives on the Texas Educational Opportunity Plan for Public Higher Education" were not available for publication.

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